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# Review of the Funding Methods for Continuation High, Community Day and County Community Schools

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## Contents

Executive Summary .....	1
Description and Findings .....	1
Recommendations .....	1
Public Comment .....	1
Introduction .....	3
Reason for Report .....	3
Education Code Section (ECS) 17072.17 .....	3
Review of School Facility Program .....	4
▶ <i>New Construction</i> .....	4
▶ <i>Modernization</i> .....	4
▶ <i>Current Loading and Funding of Alternative Education Programs</i> .....	5
Description of Alternative Education Programs .....	7
Continuation High School .....	7
Community Day School and County Community Day School .....	7
County Community School .....	8
Survey Data .....	9
Basis for Survey .....	9
How Survey was Conducted .....	9
Data Requested .....	9
Timelines .....	9
Survey Respondents .....	10
▶ Chart A: Respondent Profile .....	10

## Contents...

Results of Survey .....	11
Instructional Minutes Per Day .....	11
▶ Chart B: Instructional Minutes Per Day .....	11
Types of Educational Programs Operated .....	11
▶ Chart C: Education Programs Operated .....	11
Existing Space.....	12
▶ Chart D: Typical Space Actually Used By Respondents for Alternative Education Schools ....	12
Facilities Requested by Respondents.....	13
▶ Chart E: Non-Classroom Space Requested Assuming No Funding Constraints .....	13
▶ Chart F: Classroom Loading Criteria.....	14
Analysis of Historical Data .....	15
▶ Chart G: Community School Day SFP Projects.....	15
▶ Chart H: Continuation High School SFP Projects .....	16
Conclusions .....	17
Community Day and County Community Schools .....	17
Continuation High Schools.....	18
Recommendations .....	19
Acknowledgements .....	21
Resources .....	21

## Executive Summary

### Description and Findings

This report is in response to Assembly Bill (AB) 695, Chapter 858, Statutes of 1999 (Education Code Section 17072.17), which directed the Department of General Services (DGS), in conjunction with the California Department of Education (CDE), the Department of Finance (DOF) and the Legislative Analyst's Office (LAO) to review the method of funding the construction and modernization of school facilities for community day, county community, county community day, and continuation high school pupils. The Statute also requires the DGS to recommend modifications to the current funding method for these pupils, as it deems appropriate. However, without specific legislation the per pupil grant cannot be altered.

In addition, EC Section 17071.25(a)(2)(C) was added that allows the State Allocation Board (SAB) to adopt regulations on or after January 1, 2001 to establish assumed capacity standards (loading standards) for the above mentioned schools based upon the findings of the DGS's report as required by law (EC 17072.17).

These schools, commonly referred to as alternative education schools, serve pupils that may not complete their education as scheduled including pupils with discipline problems that have been expelled from the regular school program, and pupils on probation that have been placed in these schools by either the school district or by a parent or guardian.

A review of the current funding methodology and an analysis of the alternative education program requirements has provided the following findings:

- ▶ Alternative education pupils have unique educational needs that cannot be met in the regular school environment.
- ▶ Alternative education schools should be located on separate sites and serve between 100 to 200 pupils.
- ▶ Alternative education schools typically need multi-purpose type spaces that serve multiple program functions such as cafeteria/kitchen, assembly, physical education, computer lab and library.
- ▶ The funding methodology used under the School Facility Program (SFP) may need to be modified to meet the special needs of these pupils.
- ▶ The current loading standards used under the SFP may not be appropriate for alternative education programs, and should be reduced to meet their unique needs.

### Recommendations

- ▶ The SAB should consider changing the classroom loading for these alternative education school pupils to 18 pupils per classroom at all grade levels.
- ▶ The SAB should consider modifying the method of funding alternative education school pupils in amounts necessary to provide adequate alternative school facilities.

### Public Comment

At the March 8, 2002, State Allocation Board (SAB) Implementation Committee the Office of Public School Construction (OPSC) presented a draft copy of the DGS report to interested parties for public review and comment. In order to gather input from various stakeholders, the OPSC invited audience members and any interested parties to submit written comments to the OPSC. Comments were due to the OPSC by April 15, 2002. The OPSC received three written comments and these comments have been reviewed and were considered when finalizing this report.



## Introduction

The OPSC on behalf of the DGS prepared this report. This report contains a summary of the continuation high school, community day school, county community day, and county community school programs; survey results of the existing facilities used for these alternative education programs, survey results of the facilities needed for these programs and an analysis of alternative education school facilities requested under the SFP. The report provides a conclusion section, which outlines the optimum site size, location/pupil density, classroom loading and funding considerations for these schools. Finally, the report offers recommendations from the DGS regarding the appropriate classroom loading and funding methodologies for these alternative education schools.

### Reason for Report

Education Code Section (ECS) 17072.17 requires the review of school facility funding methods for the construction and modernization of alternative education schools, the law did not grant the authority to change the per-pupil funding for these schools but granted the authority to modify the pupil loading of these classrooms. The DGS Legal Counsel has opined that to modify the funding for these schools will require further legislation. Therefore, in order to meet the objective of this law an analysis of the funding as well as an analysis of the classroom loading and facility needs for these types of school was conducted. The purpose of this report is to make recommendations that will meet the unique educational requirements and capital outlay facility needs for the alternative education schools as follows:

- ▶ Continuation High Schools
- ▶ Community Day Schools
- ▶ County Community Schools
- ▶ County Community Day Schools

Throughout this report any reference to community day schools will also include county community and county community day schools unless otherwise noted.

### Education Code Section 17072.17

Since ECS 17072.17 is part of the Leroy F. Greene School Facility Act of 1998, commonly referred to as the School Facility Program (SFP) and the SAB is responsible for the administration of the SFP, this review was made based upon the laws that govern the SFP commencing with ECS 17070.10 through ECS 17077.10 and regulations adopted by the SAB for the SFP.

As previously mentioned, specific authority to modify the school facility funding for alternative education schools was not granted in ECS 17072.17; therefore, legislation would be required to increase funding. However, the classroom loading for alternative education schools could be adjusted by the SAB without further legislation under existing laws within the SFP. They are as follows:

- ▶ ECS 17071.25(a)(2)(C) authorizes the SAB to adopt regulations establishing classroom-loading standards specifically for alternative education schools, after consideration of recommendations from the DGS.
- ▶ ECS 17075.10(b)(2) authorizes the SAB to provide additional hardship funding if the district can demonstrate to the SAB that, due to unusual circumstances that are beyond the control of the district, excessive costs will be incurred in the construction or modernization of its school facilities.

## Introduction...

### Review of School Facility Program

The SFP became law in 1998 and provided an entirely new methodology of State funding for the construction and modernization of Kindergarten (K) through 12th grade public school facilities in California, including alternative education schools. The SFP provides facility funding on a “per pupil basis” depending on the unhoused pupils in the district and the number of pupils that will be housed in the facility. The SFP consists of two major facility construction programs: new construction and modernization.

### New Construction

The amount of the State funding grant for new construction projects, with the exception of special education pupils, includes all the following:

- ▶ A “base” grant of \$5,720 for each elementary school pupil, \$6,050 for each middle school pupil and \$7,920 for each high school pupil that will be housed in the project.
- ▶ Additional funding for site acquisition/development and multi-story construction.
- ▶ Additional funding due to unique construction costs, referred to as excessive cost grants, such as the small size of the project, urban location, new school allowance and geographic location.

The new school allowance provides additional funding for a district to construct a new school when the initial enrollment for the new school will be substantially less than its proposed capacity. This additional allowance is intended to provide adequate funding for the construction of non-classroom facilities such as libraries, multi-purpose rooms and gymnasiums that are needed when the new school is initially opened. Currently, alternative education schools are eligible for all the above mentioned grants and supplemental allowances.

The total State funding under the new construction program is intended to represent 50 percent of the project costs. The other 50 percent is the responsibility of the district and may be made by a cash contribution or by meeting certain financial hardship criteria. If the financial hardship criteria are met, the State will also provide some or all of the district’s 50 percent share.

### Modernization

The amount of the State funding grant for modernization projects, with the exception of special education pupils, includes all of the following:

- ▶ A “base” grant of \$2,471 for each elementary school pupil, \$2,614 for each middle school pupil and \$3,422 for each high school pupil that will be housed in the project.
- ▶ Additional State funding due to unique construction costs of the project such as the small size project, urban location, handicap access/elevators and geographic location is also provided.

The total State funding under the modernization program is intended to represent 60 percent of the project costs. The other 40 percent is the responsibility of the district and may be made by a cash contribution or by meeting certain financial hardship criteria. If the financial hardship criteria are met, the State will also provide some or all of the district’s 40 percent share.



## Introduction...

### Current Loading and Funding of Alternative Education Programs

For purposes of funding and classroom loading of alternative education schools, the SFP currently uses the same funding methodologies and classroom loading criteria that is used for all pupils, except special education pupils. This occurred because, at the time the initial SFP program was developed, there was no authority in law to use different classroom loading criteria for alternative education pupils. Classroom loading, as initially authorized in the SFP is:

- ▶ 25 for K–6 grade pupils
- ▶ 27 for 7–12 grade pupils.

With the passage of AB 695 which amended the law, the SAB now has the authority to change the loading for alternative education programs.



## Description of Alternative Education Programs

This section will provide a description and a summary of the continuation high school, community day school, county community day school, and county community school programs:

### Continuation High School

Continuation high school programs generally referred to as “continuation education” are established and maintained by either a high school district or unified school district as authorized by ECS 48430 through ECS 48438. Continuation education is a high school diploma program designed to meet the needs of high school pupils between the ages of 16 to 18 who have not yet graduated and are not exempt from compulsory school attendance. The program must provide all the following:

- ▶ Includes an opportunity for pupils to complete the required academic courses necessary to graduate from high school.
- ▶ Emphasizes occupational orientation and intensive guidance services to meet special needs of the pupils.
- ▶ Meets the educational needs of each pupil including independent study, career counseling and job placement.

Some pupils elect to attend continuation high, while other pupils are referred by the district based on specific procedures and guidelines. A pupil must attend class 180 minutes (i.e., three hours) per day in order to be considered a day of attendance for purposes of the State School Fund apportionment (refer to ECS 46170). Classes are maintained during the district’s regular school hours. Although not required by law, the continuation high facility is generally located on a separate or designated site and has anywhere between 1 to 17 classrooms serving enrollment of up to 300 pupils. The statewide enrollment for continuation high school pupils is approximately 68,000 pupils.

### Community Day School and County Community Day School

Community day school programs are established and maintained by a school district or county superintendent of schools as authorized by ECS 48660 through ECS 48667 to provide a program of study that can appropriately accommodate pupils with discipline problems. It is a program designed to meet the needs of pupils in K through the 12th grade and must include all the following components:

- ▶ The district must cooperate with the county office of education, law enforcement, probation and human services agencies.
- ▶ Low pupil-teacher ratio.
- ▶ Individualized instruction and assessment.
- ▶ Maximum use of the district’s support services such as school counselors, psychologists, academic counselors and pupil discipline personnel.

The pupils are involuntarily transferred to a community day school when they meet any of the following criteria:

- ▶ The pupil is expelled for any reason.
- ▶ The pupil is “probation referred” pursuant to the Welfare and Institutions Code.
- ▶ The pupil is “referred” by a school district’s attendance review board or other district referral process.

## Description of Alternative Education Programs...

A pupil must attend class a minimum of 360 minutes (i.e., six hours) per day. Classes are maintained during the district's regular school hours. As required by law, the community day school facility is located on a separate site and has anywhere between 1 to 5 classrooms serving enrollment of up to 100 pupils. The statewide enrollment for community day schools is approximately 8,300<sup>1</sup> pupils.

### County Community School

County community school programs are established and maintained by a county superintendent of schools as authorized by ECS 1980 through ECS 1986 to provide programs of study deemed most appropriate for reinforcing or reestablishing basic educational development for pupils with discipline problems. The program is designed to meet the needs of pupils in K through the 12th grade and emphasizes on-the-job training, tutorial assistance, independent study, individual guidance activities and an individually planned educational program for each pupil.

The county superintendent of schools may enroll the following pupils in this program:

- ▶ Pupils expelled from a school district.
- ▶ The pupil is "referred" by a school district's attendance review board.
- ▶ The pupil is "referred" at the request of a parent or guardian.
- ▶ The pupil is "probation referred" pursuant to the Welfare and Institutions Code.
- ▶ The pupil is homeless.

A pupil must attend class a minimum of 240 minutes (i.e., four hours) per day. Classes are maintained during regular school hours. Although not required by law, the county community school is usually located on a separate site and has anywhere between 1 to 5 classrooms serving enrollment of up to 100 pupils. Statewide enrollment for county community schools is estimated at 2,800; however, this number has not been validated and could be much higher.

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<sup>1</sup>Based upon 1 day CBEDS enrollment in October 2000, provided by the CDE Educational Options Unit.

## Survey Data

In December 2000, an ad hoc committee was formed by the OPSC, within the DGS, comprised of individuals representing school districts, county superintendent of schools, staff from the OPSC, the CDE, the DOF and the LAO. This committee was created to assist the DGS in meeting the requirements of ECS 17072.17. In order to determine the types of facilities currently available and the facilities needed for the alternative education programs, the committee members visited several sites that offered alternative education programs and recommended a survey be conducted to gather salient facility data about these alternative education programs.

### **Basis for Survey**

The survey focused on current practices regarding the classroom loading, the types of facilities available and the facilities requested for the alternative education schools. It was intended to provide background on the specific alternative education programs offered and a statewide perspective of the facility needs for these types of schools. This survey was developed and conducted by the CDE with assistance from the OPSC.

### **How Survey was Conducted**

A total of 91 surveys were mailed to 33 school districts that administer alternative education programs and to all 58 county superintendents of schools.

### **Data Requested**

The survey gathered information on existing space/uses and facility needs. The survey addressed current classroom loading, the square footage of existing facilities and how the existing spaces are used for the alternative education programs. The survey also addressed alternative education facility needs and/or desires such as space requirements and types of specialized classrooms and non-classroom facilities needed in order to conduct a quality alternative education program.

The data was differentiated by type of alternative educational program (i.e., continuation high, community day) in order to compare and contrast the needs of each type of program.

### **Timelines**

The survey was mailed in May 2001 and all responses were due to the CDE by June 2001. The survey results were compiled and distributed to the committee members in August 2001 and a final report of the survey findings was completed in November 2001.

## Survey Data...

### Survey Respondents

A total of 58 surveys (i.e., 52 percent of those sent) were completed and returned to the State. Chart A identifies the type of respondent and the alternative education programs served.

**Chart A: Respondent Profile**

RESPONDENT	RESPONSES	Type of Alternative Education School		
		CONTINUATION HIGH	COMMUNITY DAY	COUNTY COMMUNITY
County Superintendent of Schools	35	0	8	27
School Districts	23 *	13	9	1
<b>Total</b>	<b>58</b>	<b>13</b>	<b>17</b>	<b>28</b>

\*County and school district are the same entity.

The number of school districts that responded to the survey represents less than three percent of the school districts in the State. Even though the survey was targeted to school districts that operate alternative educational programs, the results may not be representative of all school districts. Additionally, some of the school districts with continuation high schools were selected from a list of districts with continuation high schools recently recognized as “Model Continuation Schools” by the CDE and, therefore, the results may not be representative of all continuation high schools in the State.

The survey results indicated the following trends:

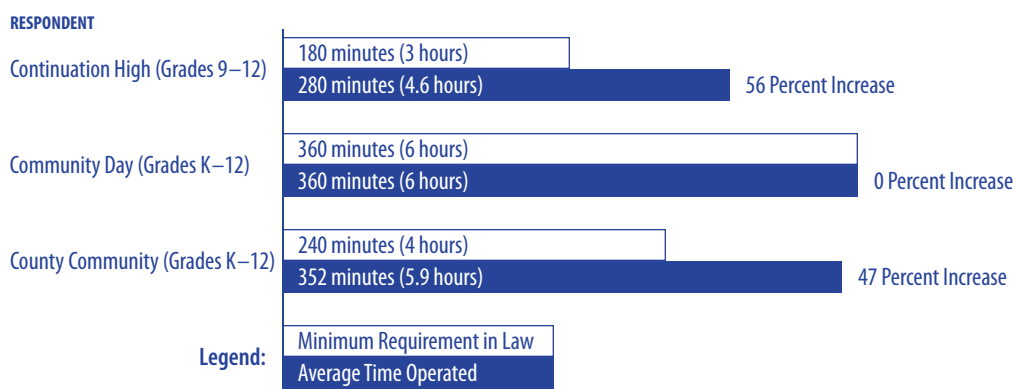
- ▶ Continuation high schools were exclusively operated by school districts.
- ▶ Community day schools were operated mostly by school districts but included some county superintendent of schools.
- ▶ County community schools were almost exclusively operated by county superintendent of schools.
- ▶ Fifty-three percent of the county superintendent of schools surveyed responded.
- ▶ Seventy-nine percent of the school districts surveyed responded.

## Results of Survey

### Instructional Minutes Per Day

Chart B indicates the minimum number of instructional minutes/hours required by law and the average instructional minutes/hours actually operated by the respondents.

**Chart B: Instructional Minutes Per Day**



The majority of community day and county community school respondents serve grades K–12, but most of their schools are at the middle and high school level. Because of the minimum instructional hours required and the actual instructional hours operated, it is not feasible to conduct any of these programs on a double-session calendar. Any consideration for classroom loading based on two sessions per day is not recommended as the majority of the alternative educational pupils are attending class five to six hours per day.

### Types of Educational Programs Operated

In order to determine the types of non-classroom facilities needed to assure a quality instructional program at a school site, Chart C indicates the percentage of respondents that are currently operating physical educational programs (either indoor or outdoors) and if breakfast and/or lunch meals are served.

**Chart C: Educational Programs Operated**

RESPONDENT	Physical Education			MEALS SERVED
	OPERATE INDOOR FACILITIES	OPERATE OUTDOOR FACILITIES	NO FACILITIES AVAILABLE	
Continuation High	50%	93%	7%	73%
Community Day	12%	50%	41%	92%
County Community	11%	38%	48%	90%

## Results of Survey. . .

Available physical education facilities reported were mostly outdoor playground types such as basketball courts, handball courts, etc. Indoor facilities such as a gymnasium were rare and if available, were shared with other schools. Many respondents indicated they had no physical education programs due to limited space/facilities. Continuation high school programs reported having more access to indoor and outdoor physical education facilities than other alternative educational programs. Often, continuation high schools are physically located adjacent to existing high schools.

In most cases, when indoor physical education facilities are available, they are used for weight room activities. Most outdoor facilities are used for basketball and handball activities. All alternative education schools offer and serve breakfast and/or lunch meals and there appears to be a need for limited indoor physical educational activities. Therefore, an assembly area such as a multi-purpose room for these types of non-classroom functions seems appropriate.

The survey results indicated the following:

- ▶ Fifty percent of the continuation high school programs had indoor facilities, but most were weight rooms.
- ▶ Fifty percent of the community day and county community schools have no physical education programs because of the lack of facilities or access to facilities since most of these schools are on separate sites not adjacent to existing schools. The majority of outdoor facilities are shared with other schools or governmental agencies.
- ▶ Only ten percent of the community day and county community schools had indoor facilities and most were weight rooms shared with other schools or governmental agencies.
- ▶ Less than fifty percent of the community day and county community schools had outdoor facilities.
- ▶ Eight-five percent (average) of continuation high, community day and county community schools serve meals.

### Existing Space

Chart D provides typical spaces used for alternative educational programs and the percentage of the respondents that actually had these types of facilities.

**Chart D: Typical Space Actually Used by Respondents for Alternative Education Schools**

RESPONDENT	CLASSROOMS	SMALL GROUP AREAS	RESTROOMS	STORAGE	KITCHEN AREA	MULTI-PURPOSE
Continuation High	100%	43%	100%	71%	36%	57%
Community Day	100%	56%	100%	56%	33%	28%
County Community	100%	61%	100%	71%	46%	11%

In the survey, but not included in the Chart D above, respondents were asked to identify “other” space used for alternative education programs. Approximately 75 percent did not identify any space. The other 25 percent identified space used for administration purposes.



## Results of Survey. . .

The survey also found that Continuation high school classroom size averaged about 775 square feet while community day schools averaged 1,235 square feet and county community schools were about 1,035 square feet. The larger classroom size is a result of team teaching, computer labs, and vocational educational activities such as shops, art and crafts, and other support space. The survey results show that continuation high schools tend to have more non-classroom facilities such as multi-purpose rooms.

Based on current practice, most alternative education schools have somewhat larger classroom size (i.e., between 800–1,200 square feet), standard restroom area and storage facilities. Non-classroom area is centered on small multi-purpose rooms and kitchen areas. Larger non-classroom areas such as full-size gymnasiums, libraries and multi-purpose rooms are not typically available.

Existing sites used for alternative education schools are typically less than one acre to 10 acres with the continuation high school sites being larger than community day school sites. Some of the sites were owned by the district while others were leased or shared with other schools. Approximately 35 percent of the respondents had no sites or extremely small ones, most of which are storefronts.

### Facilities Requested by Respondent

Chart E provides the percentages of respondents that indicated the types of non-classroom space they would use in their alternative education schools if there were no funding constraints on the facilities constructed.

**Chart E: Non-Classroom Space Requested Assuming No Funding Constraints**

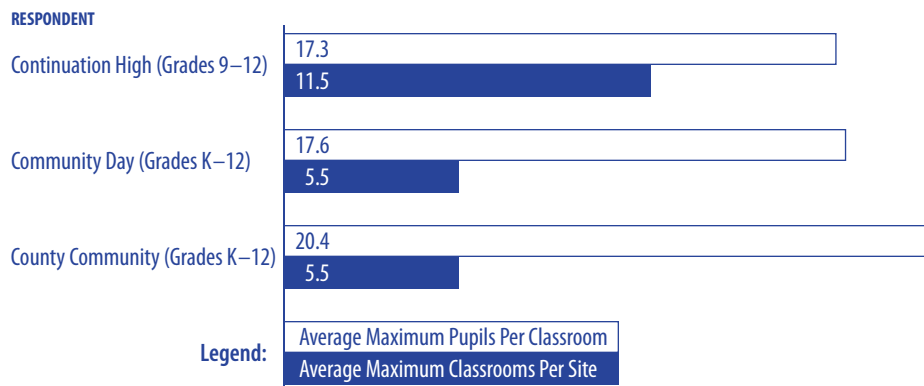
RESPONDENT	SMALL GROUP AREA	PREPARATION KITCHEN	FULL KITCHEN	MULTI-PURPOSE ROOM	PHYSICAL EDUCATION SPACE	LIBRARY OR MEDIA
Continuation High	50%	36%	29%	71%	64%	85%
Community Day	55%	56%	6%	56%	61%	56%
County Community	78%	57%	11%	61%	71%	57%

Respondents strongly supported the use of non-classroom space for all alternative education schools. The spaces mostly requested were small group instruction, storage, counseling offices, physical education, computer science, art rooms, library and multi-purpose rooms. Physical education space could be smaller than needed in regular schools and many physical education and multi-purposes functions could be combined. Most respondents needed preparation kitchens and restroom facilities spaces, and were similar to those on regular school sites.

## Results of Survey...

Chart F identifies the average classroom loading and the average number of classrooms that would be located at a single location if there were no funding constraints on the facilities constructed.

**Chart F: Classroom Loading Criteria**



For purposes of pupil classroom loading, all respondents requested average maximum pupil loading per classroom at 18 pupils.

The average maximum number of classrooms per site is a function of the type and the number of pupils that can reasonably be accommodated while providing a quality education at the same site. Since community day pupils generally have discipline problems as they have either been expelled, on probation or have been “referred” by a district or a parent, these issues should be considered when determining optimum school size for these pupils.

The survey did not request information regarding the necessary site size needed for the various alternative education schools; however, in its Guide to School Site Analysis and Development (2000 Edition), the CDE has recommended guidelines regarding the appropriate acres needed for the various alternative education schools sites.

## Analysis of Historical Data

Historical data of various alternative education school projects where the school districts or the county superintendent of schools requested funding for a project under the provisions of the SFP was analyzed. The DGS relied upon the OPSC to gather and compile this historical data. Charts G and H below provide specific information about each SFP project including square footage and types of facilities requested. Chart G below contains 15 recently approved SFP Community Day school projects submitted by County Superintendent Schools, which represent southern, northern and valley regions:

**Chart G: Community Day School SFP Projects**

PROJECT	NUMBER OF CLASSROOMS	TOTAL SQUARE FOOTAGE IN PROJECT	CLASSROOMS SQUARE FOOTAGE	MULTI-PURPOSE SQUARE FOOTAGE*	GYMNASIUM SQUARE FOOTAGE	LIBRARY SQUARE FOOTAGE	OTHER SQUARE FOOTAGE†
A	12	18,690	11,250	3,400	—	800	3,240
B	4	10,500	3,929	2,184	—	1,200	3,187
C	5	10,512	5,120	3,244	—	—	2,148
D	5	10,512	5,120	3,244	—	—	2,148
E	3	7,632	3,072	3,200	—	—	1,360
F	5	10,512	5,120	3,244	—	—	2,148
G	3	7,632	3,072	3,200	—	—	1,360
H	3	7,632	3,072	3,200	—	—	1,360
I	5	10,512	5,120	3,244	—	—	2,148
J	5	10,512	5,120	3,244	—	—	2,148
K	5	10,512	5,120	3,244	—	—	2,148
L	3	7,632	3,072	3,200	—	—	1,360
M	3	13,489	3,090	—	6,351	1,040	3,008
N	3	15,056	3,252	—	6,006	1,365	4,433
O	2	12,294	4,012	5,664	—	—	2,618

\*Includes preparation kitchen area.

†Includes space such as restrooms, storage, mechanical, and school administration.

Some interesting facts about the plans submitted for these community school projects are as follows:

- ▶ All projects were designed to serve pupils in grades 7–12.
- ▶ Most projects qualified for a new school excessive cost allowance; therefore, the design of the projects was influenced more by specific needs of the alternative education school programs rather than funding limitations.
- ▶ There is an average of 4.5 classrooms per school site. This supports the need for a small school type-learning environment.
- ▶ The average classroom size was 1,040 square feet. This is slightly larger than an average regular school classroom of 960 square feet.
- ▶ Almost all (about 85 percent) of the projects include space for multi-purpose rooms, but no space for gymnasiums. The other 15 percent have gymnasiums, but no multi-purpose rooms. Since the design of the gymnasiums included multi-purpose functions such as preparation kitchen space and cafeteria

## Analysis of Historical Data...

seating, it is reasonable to conclude that multi-purpose space is critical to these educational programs. The average size of the multi-purpose spaces designed (including gymnasium space) is about 3,725 square feet per site.

- ▶ All projects included other spaces such as restrooms, storage and administration area. Only 25 percent of the projects included specific library space; however, some of the other spaces were designed so it could also be used for library activities. The average size of the other spaces designed (including library space) is about 2,615 square feet per site.
- ▶ The average size of the community schools designed was approximately 10,900 square feet.

Chart H below contains five recently approved SFP Continuation High School projects:

**Chart H: Continuation High School SFP Projects**

PROJECT	NUMBER OF CLASSROOMS	TOTAL SQUARE FOOTAGE IN PROJECT	CLASSROOMS SQUARE FOOTAGE	MULTI-PURPOSE SQUARE FOOTAGE*	GYMNASIUM SQUARE FOOTAGE	LIBRARY SQUARE FOOTAGE	OTHER SQUARE FOOTAGE†
A	8	12,480	7,330	2,400	—	350	2,400
B	8	16,873	8,160	8,713	—	—	—
C	2	6,725	1,815	—	—	—	4,910
D	13	24,426	12,480	6,746	—	1,360	3,840
E	11	13,920	13,440	—	—	500	480

\*Includes preparation kitchen area.

†Includes space such as restrooms, storage, mechanical, and school administration.

Although the sample of continuation high school projects is somewhat small, interesting facts about these projects are as follows:

- ▶ The design of the projects was influenced more by specific needs of the alternative education school programs rather than funding limitations.
- ▶ There is an average of 8.5 classrooms per school site. Since continuation high pupils are generally not considered severe discipline problems, a larger school type learning environment is appropriate.
- ▶ The average classroom size was 1,030 square feet. This is slightly larger than an average regular school classroom of 960 square feet.
- ▶ Most of the projects include space for multi-purpose rooms, but none had space for gymnasiums. The average size of the multi-purposes space designed at each site is about 3,570 square feet.
- ▶ All projects included other space such as restrooms, storage and administration area. Only 40 percent included specific library space; however, the other space was designed so it could also be used for library activities. The average size of the other space designed (including library space) at each site is about 2,670 square feet.
- ▶ The average size of the schools designed was about 14,900 square feet.

## Conclusions

### Community Day and County Community Schools

Community day schools and county community (including county community day) schools should be treated the same for purposes of capital outlay needs since the types of facilities they need, their cost and their square footage requirements are similar.

Because of requirements in law and the specific capital facility needs of the educational community, small single session community day and county community schools that consist of five classrooms and house about 100 pupils are appropriate due to the unique discipline problems of these pupils. The educational community supports classroom loading from 18 pupils (based upon survey results). If classroom loading for community day school pupils was changed, consideration should be made to house these pupils in adequate existing facilities of the district not needed for its other pupils.

A review of the survey results and the current SFP community day school projects suggest that each community day site should include adequate classroom space, multi-purpose space that could provide for limited physical educational program activities and other space for restrooms, storage, library and administration. The analysis of the survey results and the review of current SFP projects do not support space for full gymnasiums and libraries.

If the averages of the spaces identified in the analysis of community day school projects requesting funding under the SFP were used, an average community day school would include the following typical square feet:

Classroom Space (5 × 1,040)	5,200
Multi-Purpose Space	3,725
Other	2,615
<b>Total</b>	<b>11,540</b>

Assuming appropriate classroom loading at 18 pupils each, the capacity of a typical community day school would be 90 pupils (5 classrooms × 18 pupils per classroom) and the average square feet needed per pupil would be 128 square feet (11,540 sq ft./90 pupils).

Because of the limited need for non-classroom space and the small size of a new community day school, the new school excessive cost grant currently provided for regular new schools is not appropriate for community day schools. To assure appropriate State funding for a new community day school is available to provide non-classroom facilities at initial construction, a separate new school allowance should be developed solely for this purpose. The DGS recommends that the SAB consider reviewing the new school allowance currently authorized under the SFP.

## Conclusions...

### Continuation High Schools

Based on the results of the survey regarding existing continuation high school facilities, the facilities requested by respondents and the analysis of current SFP continuation high school projects, larger continuation high schools operating on single session with 10 classrooms that house about 200 pupils are appropriate due to the unique educational needs of these pupils. As stated previously, the educational community supports classroom loading at 18 pupils. If the classroom loading for continuation high school pupils was changed, consideration should be made to house these pupils in adequate existing facilities of the district not needed for its other pupils. For example, if a unified district or high school district had excess space at an existing high school, that space should be considered as available for use as a continuation high school, if practical.

The survey results and the analysis of current SFP continuation high school projects support adequate classroom space, multi-purpose space that could provide for limited physical education program activities and other space for restrooms, storage, library and administration at each site. This analysis did not support space for full gymnasiums or libraries.

If the averages of the spaces identified in the analysis of projects requesting funding under the SFP were used, an average continuation high school would include the following typical square feet:

Classroom Space (10 × 1,030)	10,300
Multi-Purpose Space	3,570
Other	2,670
<b>Total</b>	<b>16,540</b>

Assuming appropriate classroom loading at 18 pupils each, the capacity of a typical continuation high school would be 180 pupils (10 classrooms × 18 pupils per classroom) and the average square feet needed per pupil would be approximately 92 square feet (16,540 sq. ft./180 pupils).

Because of the limited need for non-classroom space, the new school excessive cost grant currently provided for regular new schools is also not appropriate for new continuation high schools. To assure appropriate State funding is available to provide these limited non-classroom facilities for a new continuation high school at initial construction, a separate new school allowance should be developed solely for this purpose. The DGS recommends that the SAB consider reviewing the new school allowance currently authorized under the SFP.

## Recommendations

The following recommendations are prepared by the OPSC on behalf of the DGS regarding the appropriate classroom loading and funding methodologies for these alternative education schools:

1. Recognize that alternative education schools have unique educational requirements and capital outlay facility needs that cannot be met in the regular school environment.
2. Consider community day, county community, and county community day schools' capital outlay facility needs the same for purposes of State funding.
3. The SAB should consider changing the classroom loading for community day, county community day, county community, and continuation high schools to 18 pupils per classroom for all grade levels. Request the SAB adopt regulations modifying these classroom loading standards by authority granted in ECS 17071.25(a)(2)(C).
4. Any regulations adopted by the SAB regarding classroom loading for continuation high school pupils should consider existing excess available space in the district or county superintendent that could reasonably be used to adequately house these pupils.
5. The SAB should consider developing a new school allowance for new community day, county community day, county community, and continuation high schools.
6. Continue to utilize the CDE site acreage guidelines for community day, county community day and continuation high schools.





## Acknowledgements

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### Resources

The DGS relied on the California Department of Education School Facilities Planning Division to administer the survey and for additional statistical data on alternative education programs in preparing this report.